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ABSTRACT

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for health care workers. Addressed in the individual sections of the volume are the following skill areas: communication skills, professional attitudes and responsibilities, client care and training, knowledge of mental retardation, provision of physical care, planning and supervision, provision of a safe environment, and principles and practices of service delivery. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

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JOB ROLES IN HOME CARE

GERIATRIC VOLUNTEER

Health Care Li

Ministries of Education and Human Resources

CE 040 610

TASK ANALYSIS IN HUMAN SERVICES

A Special Project
Funded by the Ministry of Education
Post-Secondary Department
In Cooperation with
The Ministry of Human Resources

HEALTH CARE WORKER

Developed by:

Terry Herdin
Dale Stanley

Program Development and Evaluation
Division of College Resources

Camosun College

March 1982

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INTRODUCTION

This book of objectives is one in a series of eight. The series is the result of a special project funded by the Ministry of Education, Post-Secondary Department, in cooperation with the Ministry of Human Resources.

The intent of the project was to formulate for training and educational purposes a competency-based analysis of employment categories in Human Services.

The Ministries of Education and Human Resources specified seven job categories to be analyzed. The objective of the project was to analyze the seven jobs to identify skills and knowledge necessary for competent performance of the job and to specify the objectives required to perform each of the skills identified. In addition, the job categories were reviewed and a core of knowledge and skills common to each was extracted. This analysis serves the following purposes:

Provide specific information for colleges and universities to use in developing curriculum in Human Services programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide a basis for the development of programming within the Ministry of Human Resources for areas not covered by college and university programs.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competitions.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

Task Analysis, a form of group process, was used to analyze the job categories. In this process, participants, who are people currently working in the occupation and those working in closely related job roles meet with a coordinator who assists them to identify the skills, knowledge and attitudes. Together they develop a job profile chart. The chart is then translated into objectives by a writer who attends the Task Analysis Session. The objectives are validated by the original participants as well as by a broader range of field personnel not in attendance at the original session. Because it involves people who are active in the occupation, Task Analysis ensures that training and education incorporate the evolution which occurs in the occupation. This process also ensures that the real world of the occupation will be the basis for programming in education and training.

The objectives contained in this book are written in behavioural terms. They specify exactly what the employees must do to achieve or perform the skill. After developing the job profile chart which has been reproduced in this book, the participants at the Task Analysis Session were assisted by the objective writer and the session coordinator to specify the verbs which identify the behaviours required to perform each skill. Following the preparation of the first draft of the objectives, the validation process was implemented.

The first draft of objectives was sent to the original participants of the Task Analysis Session. Based upon their response, a second draft was prepared and distributed for validation to forty personnel working in the Ministry of Human Resources. Two staff were selected from each of the province's twenty regions. The occupations of the forty people were in direct proportion to the jobs represented in the Task Analysis Session. For example, if five social workers were in the Session, twenty social workers participated in the validation. After this broader validation, a third revision was written and distributed to regional managers and executive staff. This book integrates feedback from all validation sources and is the final draft. This is the initial stage of a more comprehensive project designed to articulate the educational and training needs of both the public and private sector with the training provided by the educational institutions in the province.

KRATHWOHL'S TAXONOMY

To translate the job profile chart into behavioural objectives through the use of specific verbs and thus to indicate depth of knowledge, Krathwohl's Taxonomy was selected. It allows both cognitive and physical activities to be inter-mingled in a hierarchy of taxonomical levels. These levels, and examples of verbs used to write objectives describing skills that occur at each level, are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);

3. application (e.g. construct, draw, navigate);

4. analysis (e.g. discuss, classify);

5. synthesis (e.g. prepare, plan, relate);

6. evaluation (e.g. assess, judge, appraise).

INDEPENDENCE SCALE

The participants at the Task Analysis Session used a scale to indicate the degree of supervision an employee might require to accomplish the skills which were determined to occur at the application level of Krathwohl's Taxonomy.

The purpose of the scale is to identify the degree of supervision that an individual could expect when doing the task. The scale of independence is also a reflection of the degree of training required to accomplish the task.

Can perform this task with quality and with initiative and adaptability to special problem situations.	4
Can perform this task satisfactorily without assistance and/or supervision.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1

SCALE OF IMPORTANCE

All of the objectives specified within this book have been examined in relationship to the total range of job activities. Each objective was then designated as being prerequisite, critical or enrichment. These terms are defined for the purpose of this book as follows:

Prerequisite

Objectives that represent the existing knowledge or skill which individuals must bring with them to be adequately prepared to enter the job role. These objectives form the basis of the curriculae designed to train students.

Critical

Objectives which are essential to competent performance on the job. These are areas of skill and knowledge which individuals must possess or develop during their work experience. These objectives may have been taught in the educational field or they may be addressed during the orientation and training of new staff.

Enrichment

Objectives which are not essential, but add measurably to a more comprehensive understanding of the job. They also enable the individual to be more skillful and flexible in performance on the job. These areas may become the focus for staff training as they often represent the evolution of the job role.

Note: This book is the result of a replication of the Task Analysis originally performed for this job role in June, 1978. As a result this redraft has been produced. There exists a high degree of similarity between the contents of these documents. The differences are attributed to the evolution in the job role towards a more community-oriented perspective as well as to a change in the emphasis placed upon certain tasks. Prior

to working of the final draft the tasks as listed in this book were compared to the expectations of training for Mental Retardation Workers as specified by the National Institute of Mental Retardation. This comparison reveals that this description of the job role is consistent with the Institute's requirements for trained workers. The composition of this working group was more heavily weighted with Health Care Workers, although the supervisors and instructors of the original group also participated. It was felt that a significant contribution was made by the workers in the emphasis placed upon certain of the content areas. This experience underscores the importance of involving front-line practitioners in the Task Analysis sessions.

The participants at the Health Care Worker Task Analysis Session were:

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HEALTH CARE WORKER
JOB PROFILE CHART

A Communication Skills	A.1 Written skills	A.2 Speaking skills	A.3 Group skills	A.4 Interpersonal skills	A.5 Alternate communication forms	A.6 Graphing skills		
B Professional Attitudes and Responsibilities	B.1 Ethics	B.2 Volunteers	B.3 Public relations	B.4 Employer-employee relations	B.5 Financial accountability	B.6 Caring for self	B.7 Professional development	
C Client Care and Training	C.1 Rationale for training	C.2 Design programs	C.3 Utilize existing programs	C.4 Provide for spiritual needs	C.5 Sexuality	C.6 Counselling	C.7 Promote independence	C.8 Training needs
D Knowledge of Mental Retardation	D.1 Classification systems	D.2 Causes of mental retardation	D.3 Associated conditions	D.4 Prevention	D.5 Epidemiology	D.6 Impact on family dynamics	D.7 Normal human development	
E Provide Physical Care	E.1 Emergencies	E.2 Care for dependent residents	E.3 Care of the terminally ill	E.4 Use of equipment	E.5 Physiotherapy, occupational therapy and prosthetic devices	E.6 Anatomy and physiology	E.7 Promote good health	E.8 Basic nursing care
F Planning and Supervision	F.1 Set goals and priorities	F.2 Observation	F.3 Supervision	F.4 Organizational skills	F.5 Manage conflict			
G Provide a Safe Environment	G.1 Physical environment	G.2 Body mechanics	G.3 Use of restraints	G.4 Deal with physical and verbal abuse				
H Principles and Practices	H.1 Trends in service delivery	H.2 Knowledge of legislation	H.3 Human rights advocacy	H.4 Ministerial policy	H.5 Community resources			

A

COMMUNICATION SKILLS

SPECIFIC AREA: A. COMMUNICATION SKILLS MAIN OBJECTIVE: 1. Demonstrate written skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Utilize correct grammar, spelling and punctuation.	4	Prerequisite	
b) Write reports that are concise, clear and accurate.	4	Prerequisite	
c) Recognize and use appropriate terminology.	4	Critical	
d) Write letters for residents.	4	Critical	
e) Recognize that written reports may be legal documents.	4	Critical	
f) Read and accurately complete required documentation. e.g. client and staff-related forms.	4	Critical	

SPECIFIC AREA: A. COMMUNICATION SKILLS MAIN OBJECTIVE: 2. Demonstrate speaking skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Speak in a clear, concise manner.	4	Prerequisite	
b) Use appropriate terminology.	4	Critical	
c) Speak to the issue.	4	Prerequisite	
d) Use the telephone effectively: i) speak clearly ii) be courteous, etc.	4	Prerequisite	

SPECIFIC AREA: A. COMMUNICATION SKILLS MAIN OBJECTIVE: 3. Demonstrate group skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Participate effectively in group discussions.	4	Prerequisite	
b) Provide effective leadership of a group.	4	Critical	
c) Demonstrate an awareness of group dynamics.	4	Prerequisite	
d) Function as an effective member of a multi-disciplinary team.	4	Critical	

SPECIFIC AREA: A. COMMINICATION SKILLS MAIN OBJECTIVE: 4. Demonstrate interpersonal skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate the skills required to form effective interpersonal relationships: i) active listening ii) responding to cues iii) showing empathy iv) giving and receiving feedback, etc.	4	Prerequisite	
b) Demonstrate necessary patience, tolerance and positive regard.	4	Prerequisite	
c) Demonstrate appropriate physical contact. e.g. handshaking, hugging, etc.	4	Enrichment	
d) Deal appropriately with physical and emotional attachments of residents.	4	Enrichment	

SPECIFIC AREA: A. COMMUNICATION SKILLS MAIN OBJECTIVE: 5. Demonstrate a knowledge of alternate forms of communication.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the major forms of alternate communication: i) Bliss ii) American sign language iii) picture boards iv) devices		Prerequisite	
b) Discuss the importance of these alternate forms including their functionality.		Prerequisite	

SPECIFIC AREA: A. COMMUNICATION SKILLS MAIN OBJECTIVE: 6. Demonstrate the skills required to do graphing.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the types of graphing and state a use for each type.		Critical	
b) Accurately transcribe data onto the appropriate graphic form.	3	Critical	
c) Accurately read and interpret graphic detail	3	Critical	

B

PROFESSIONAL ATTITUDES AND RESPONSIBILITIES

SPECIFIC AREA: B. PROFESSIONAL ATTITUDES AND RESPONSIBILITIES MAIN OBJECTIVE: 1. Demonstrate ethical behaviours.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Maintain confidentiality with respect to clients and the institution.	4	Critical		
b) Maintain confidentiality of all written documents.	4	Critical		
c) Respect the privacy and dignity of individuals.	4	Critical		
d) Demonstrate an attitude of positive regard.	4	Prerequisite		
e) Show respect for the family and acknowledge its wishes and concerns.	4	Critical		
f) Respect the human and civil rights of individuals.	4	Critical		
g) Identify sources of ethical conflict e.g. personal ethics versus organizational policies.	4	Critical		
h) Develop strategies to cope with ethical conflict.	2	Critical		

SPECIFIC AREA: B. PROFESSIONAL ATTITUDES AND RESPONSIBILITIES MAIN OBJECTIVE: 2. Utilize volunteers effectively.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the importance of volunteers in the care and training of residents.		Enrichment	
b) Promote the concept of volunteerism in the community.	4	Enrichment	
c) Provide support and encouragement to volunteers.	4	Critical	

SPECIFIC AREA: B. PROFESSIONAL ATTITUDES AND RESPONSIBILITIES MAIN OBJECTIVE: 3. Utilize public relations to foster an acceptance of mentally handicapped people in the community.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Display a positive attitude regarding mental retardation.	4	Prerequisite		
b) Impart accurate general knowledge about the condition of mental retardation.	4	Prerequisite		
c) Participate in public relations by attending meetings and conferences.	4	Enrichment		
d) Demonstrate a positive attitude towards the institution or setting in which one is employed.	4	Critical		

SPECIFIC AREA: B. PROFESSIONAL ATTITUDES AND RESPONSIBILITIES MAIN OBJECTIVE: 4. Promote positive employer-employee relationships.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate responsible behaviour on the job.	3	Critical	
b) Read the union contract in order to recognize the rights and responsibilities of employers and employees.	3	Critical	
c) Describe the organizational structure of the institute in which one is employed.		Enrichment	
d) Follow the appropriate channels for communication.	3	Critical	
e) Describe the procedures used in evaluating employees.		Enrichment	
f) Show initiative and motivation on the job.	3	Prerequisite	

SPECIFIC AREA: B. PROFESSIONAL ATTITUDES AND RESPONSIBILITIES MAIN OBJECTIVE: 5. Demonstrate financial accountability.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Spend funds responsibly.	3	Critical	
b) Use equipment and supplies responsibly.	3	Critical	

SPECIFIC AREA: B. PROFESSIONAL ATTITUDES AND RESPONSIBLITIES MAIN OBJECTIVE: 6. Demonstrate ability to care for one's physical and mental well-being.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the components of good health care: i) nutrition ii) body mechanics iii) exercise, etc.		Prerequisite	
b) Describe how stress affects individuals.		Prerequisite	
c) Recognize one's limitations.	4	Critical	
d) Differentiate between one's role as an employee and one's personal self.	4	Critical	
e) Set realistic goals.	4	Critical	
f) Practice various relaxation techniques.	4	Enrichment	
g) Request "time out" periods when required.	4	Critical	
h) Seek help and support.	4	Critical	

SPECIFIC AREA: B. PROFESSIONAL ATTITUDES AND RESPONSIBILITIES MAIN OBJECTIVE: 7. Demonstrate an awareness of the importance of professional development.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Read current journals.	4	Enrichment	
b) Participate in in-service lectures and workshops.	4	Enrichment	
c) Request to attend workshops, conferences and courses.	4	Enrichment	
d) Utilize library facilities of the institution.	4	Enrichment	

C

CLIENT CARE AND TRAINING

SPECIFIC AREA: C. CLIENT CARE AND TRAINING MAIN OBJECTIVE: 1. Describe the rationale for training of the mentally handicapped.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Explain the concept of normalization. b) Discuss several methods used to achieve normalization: i behaviour modification ii modelling iii social learning		Prerequisite Prerequisite		

SPECIFIC AREA: C. CLIENT CARE AND TRAINING MAIN OBJECTIVE: 2. Demonstrate the ability to design, implement and evaluate a training program based upon learning principles.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Conduct a needs assessment: i Identify target behaviours ii State behaviours in occupational terms iii Collect necessary data iv Establish the baseline v Set short and long-term goals vi Identify the environment vii Identify reinforcers	4	Prerequisite		
b) Conduct a task analysis and select an appropriate method.	4	Prerequisite		
c) Select the criteria to evaluate the program.	4	Prerequisite		
d) Implement the program as designed.	4	Critical		
e) Conduct a formative evaluation of the program.	4	Enrichment		
f) Revise the program as required.	4	Enrichment		

SPECIFIC AREA: C. CLIENT CARE AND TRAINING MAIN OBJECTIVE: 3. Utilize existing standardized programs.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Discuss several common training programs.		Enrichment		
b) Adapt standardized programs where necessary.	4	Enrichment		
c) Discuss the limitations of standardized programs.		Enrichment		

SPECIFIC AREA: C. CLIENT CARE AND TRAINING MAIN OBJECTIVE: 4. Demonstrate an awareness of the spiritual needs of individuals.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Consult the file to determine the religious affiliation and activity of individuals.	3	Enrichment		
b) Liaise with concerned auxiliary people.	3	Enrichment		
c) Utilize resources within the institution and the community.	3	Enrichment		
d) Utilize concerned volunteers to assist in meeting the spiritual needs of individuals.	3	Enrichment		

SPECIFIC AREA: C. CLIENT CARE AND TRAINING MAIN OBJECTIVE: 5. Demonstrate an awareness of the sexual needs of individuals.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Accept the fact that mentally handicapped people have sexual needs.	3	Prerequisite		
b) Examine one's own values and beliefs regarding sexuality.	3	Prerequisite		
c) Discuss prevailing social mores about sexuality and the handicapped.		Prerequisite		
d) Assist the individual in the appropriate expression of sexuality within the boundaries of institutional policy or community standards.	3	Critical		
e) Discuss all aspects of sexuality and its implications for the individual.		Enrichment		

SPECIFIC AREA: C. CLIENT CARE AND TRAINING MAIN OBJECTIVE: 6. Provide supportive counselling to individuals.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Be receptive to feelings.	4	Prerequisite		
b) Demonstrate an empathetic attitude.	4	Prerequisite		
c) Establish trust.	4	Prerequisite		
d) Engage in active listening.	4	Prerequisite		
e) Provide reality checking.	4	Prerequisite		
f) Maintain objectivity.	4	Prerequisite		

SPECIFIC AREA: C. CLIENT CARE AND TRAINING MAIN OBJECTIVE: 7. Promote independence in activities of daily living.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Discuss the recreation, activation and socialization needs of mentally handicapped individuals.		Prerequisite		
b) Initiate activities to meet the needs discussed in (a) above.	4	Critical		
c) Allow individuals the freedom to take risks.	4	Enrichment		
d) Encourage the freedom of choice.	4	Enrichment		

SPECIFIC AREA: C. CLIENT CARE AND TRAINING MAIN OBJECTIVE: 8. Demonstrate an awareness of the training needs of multiple handicapped individuals.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Discuss limitations imposed by multiple handicapped conditions.		Enrichment		
b) Adapt existing programs to meet the needs of the multiple handicapped.	4	Critical		
c) Discuss the availability and use of special equipment to meet the needs of multiple handicapped people.		Prerequisite		
d) Utilize special equipment as required.	4	Prerequisite		

D

KNOWLEDGE OF MENTAL RETARDATION

60

SPECIFIC AREA: D. KNOWLEDGE OF MENTAL RETARDATION MAIN OBJECTIVE: 1. Demonstrate a knowledge of the systems commonly used to classify mental retardation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss what is meant by the term classification system as it applies to mental retardation.		Prerequisite	
b) Describe the components of the classification system: i) behavioural ii) medical		Prerequisite	
c) List the major systems used to classify mental retardation.		Prerequisite	
d) Discuss the uses and misuse of a classification system.		Prerequisite	

SPECIFIC AREA: D. KNOWLEDGE OF MENTAL RETARDATION MAIN OBJECTIVE: 2. Demonstrate a knowledge of the major causes of mental retardation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) List the major causes of mental retardation. b) State the manifestations associated with the major syndromes. c) List the diagnostic procedures commonly used to diagnose mental retardation.		Prerequisite Prerequisite Prerequisite	

SPECIFIC AREA: D. KNOWLEDGE OF MENTAL RETARDATION MAIN OBJECTIVE: 3. Describe the conditions commonly associated with mental retardation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) List the physical characteristics of several conditions commonly associated with mental retardation.		Prerequisite	
b) Identify behavioural correlates of several conditions commonly associated with mental retardation.		Prerequisite	

SPECIFIC AREA: D. KNOWLEDGE OF MENTAL RETARDATION MAIN OBJECTIVE: 4. Demonstrate an awareness of current trends in the prevention of mental retardation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) State examples of primary, secondary and tertiary prevention.		Prerequisite	

SPECIFIC AREA: D. KNOWLEDGE OF MENTAL RETARDATION MAIN OBJECTIVE: 5. Demonstrate an awareness of the application of epidemiology to mental retardation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe what is included in the study of epidemiology. b) Describe how the study of epidemiology relates to mental retardation.		Enrichment Enrichment	

SPECIFIC AREA: D. KNOWLEDGE OF MENTAL RETARDATION MAIN OBJECTIVE: 6. Demonstrate a knowledge of the impact of mental retardation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the stages through which the family progresses.		Prerequisite	
b) Recognize typical behaviours which may be exhibited in each stage.		Prerequisite	
c) Describe the effect on the family of institutionalization of a family member.		Prerequisite	

SPECIFIC AREA: D. KNOWLEDGE OF MENTAL RETARDATION MAIN OBJECTIVE: 7. Demonstrate a knowledge of normal human development.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe how heredity can affect normal human development.		Prerequisite	
b) Describe normal human development in terms of its social, cognitive, motor and pyschological components.		Prerequisite	
c) Discuss several developmental theories such as those of Piaget, Skinner, Erickson, etc.		Prerequisite	

E

PROVIDE PHYSICAL CARE

75

SPECIFIC AREA: E. PROVIDE PHYSICAL CARE MAIN OBJECTIVE: 1. Deal effectively with emergency situations.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the procedures to be followed in emergency situations involving the following: i) airways ii) breathing iii) circulation iv) bleeding v) fractures vi) burns		Critical	
b) Provide first-aid level care in the above situations.	4	Critical	

SPECIFIC AREA: E. PROVIDE PHYSICAL CARE MAIN OBJECTIVE: 2. Provide care for dependent residents.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate the skills required to perform the following: i) feeding ii) clothing iii) bathing iv) positioning and transfer	4	Critical	

SPECIFIC AREA: E. PROVIDE PHYSICAL CARE MAIN OBJECTIVE: 3. Demonstrate an awareness of the psychological needs of the terminally ill and their families.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Examine one's own attitudes and beliefs about death and dying.	4	Enrichment	
b) Provide emotional support to the terminally ill and their families.	4	Enrichment	
c) Discuss the emotional impact of a resident's death upon the staff other residents and family.		Enrichment	

SPECIFIC AREA: E. RPOVIDE PHYSCIAL CARE MAIN OBJECTIVE: 4. Demonstrate competent use of equipment.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Utilize the following equipment: i) suction machines ii) oxygen equipment iii) resuscitators iv) wheelchairs v) stretchers vi) Century tubs vii) lifting devices viii) ambulation devices ix) stand-up tables	3	Critical	

SPECIFIC AREA: E. PROVIDE PHYSICAL CARE MAIN OBJECTIVE: 5. Demonstrate an awareness of the importance of physiotherapy, occupational therapy and prosthetic devices.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) List reasons for using physiotherapy as an intervention technique.		Enrichment	
b) List reasons for using prosthetic devices.		Enrichment	
c) Identify commonly used prosthetic devices.		Prerequisite	
d) Discuss the importance of body positioning.		Prerequisite	
e) Describe the services that occupational therapy can provide.		Enrichment	
f) Demonstrate skills required to apply simple prosthetic devices.		Prerequisite	

SPECIFIC AREA: E. PROVIDE PHYSICAL CARE MAIN OBJECTIVE: 6. Demonstrate a b- c knowledge of anatomy and physiology.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the structure ..d function of the ni e body systems.		Prerequisite	

SPECIFIC AREA: E. PROVIDE PHYSICAL CARE MAIN OBJECTIVE: 7. Provide optimum care to promote good health.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Perform competently the following skills: i) maintain skin integrity ii) peri-care iii) foot and nail care iv) oral hygiene v) hair care vi) eye, ear and nose care vii) elimination.	4	Critical	
b) Report conditions that may require referral.	4	Critical	
c) Discuss the importance of nutrition in the maintenance of good health.		Prerequisite	
d) Discuss the importance of common therapeutic diets.		Prerequisite	
e) Provide appropriate physical activities to maintain good health.	4	Critical	
f) Encourage good sleep patterns.	4	Critical	
g) Deal effectively with seizures.	4	Critical	

....Cont.

SPECIFIC AREA: E. PROVIDE PHYSICAL CARE MAIN OBJECTIVE: 7. Provide optimum care to promote good health. (Continued)				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
h) List the major medication grouping commonly used in the treatment of mentally handicapped people.		Enrichment		
i) Specify examples of the groupings identified in (h) above.		Enrichment		
j) Describe the side effects of major medication groupings.		Enrichment		
k) Administer medications as directed.				

SPECIFIC AREA: E. PROVIDE PHYSICAL CARE MAIN OBJECTIVE: 8. Provide basic nursing care where needed and appropriate.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Perform competently and describe the importance of the following basic nursing skills: i) T.P.R. ii) blood pressure iii) bathing (tub and bed) iv) tepid sponges v) minor dressings vi) applications of topical ointments vii) suctioning and oxygen viii) take speciments ix) maintenance	3	Critical	

F

PLANNING AND SUPERVISION

SPECIFIC AREA: F. PLANNING AND SUPERVISION MAIN OBJECTIVE: 1. Demonstrate the ability to set goals and establish priorities.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Implement a needs assessment.	3	Prerequisite	
b) Determine priority of needs.	3	Prerequisite	
c) Select goals and establish long and short-term criteria.	3	Prerequisite	

SPECIFIC AREA: F. PLANNING AND SUPERVISION

MAIN OBJECTIVE: 2. Demonstrate the ability to make accurate observations.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Accurately record and report pertinent observations.	4	Prerequisite	
b) Describe several observation techniques, specifying their utility and limitations.		Enrichment	
c) Describe behaviour in measurable terms.		Prerequisite	

SPECIFIC AREA: F. PLANNING AND SUPERVISION MAIN OBJECTIVE: 3. Demonstrate the ability to supervise new staff and volunteers.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Describe several instructional techniques, their uses and limitations: i demonstration ii modelling, etc.		Enrichment		
b) Provide instruction regarding policies and procedures of the institution.	3	Enrichment		
c) Familiarize new staff with client/resident profiles.	3	Enrichment		
d) Provide on-going feedback on performance.	3	Enrichment		
e) Provide on-going support and encouragement.	3	Enrichment		

SPECIFIC AREA: F. PLANNING AND SUPERVISION MAIN OBJECTIVE: 4. Demonstrate organizational skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Display the ability to effectively utilize time.	4	Prerequisite	
b) Plan and priorize tasks.	4	Prerequisite	
c) Delegate tasks to other staff.	4	Critical	
d) Plan, organize and implement special activities.	4	Critical	
e) Inform team members of intentions to plan and organize.	4	Critical	
f) Observe institutional policies.	4	Critical	

SPECIFIC AREA: F. PLANNING AND SUPERVISION MAIN OBJECTIVE: 5. Demonstrate the ability to effectively manage conflict.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the steps involved in resolving conflict. i) assess situation ii) collect input iii) examine facts iv) determine alternatives, etc.		Prerequisite	
b) Discuss the importance of resolving conflict as it occurs at the ward level.		Prerequisite	
c) Describe the elements of conflict.		Prerequisite	

G

PROVIDE A SAFE ENVIRONMENT

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SPECIFIC AREA: G. PROVIDE A SAFE ENVIRONMENT MAIN OBJECTIVE: 1. Maintain a safe physical environment.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Report and/or record any hazardous conditions: i) worn stair treads ii) broken windows iii) burned-out lights, etc.	4	Critical	
b) Maintain equipment in proper working order.	4	Critical	
c) Demonstrate safe use of equipment.	4	Critical	
d) Observe housekeeping techniques that promote safety and hygiene.	4	Critical	
e) Observe the additional safety precautions required in transporting residents by vehicle.	4	Critical	
f) Observe Worker's Compensation Board standards and the institutional policy regarding safety.	4	Critical	

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SPECIFIC AREA: G. PROVIDE A SAFE ENVIRONMENT MAIN OBJECTIVE: 1. Maintain a safe physical environment.(Continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
g) Record and report all unusual occurrences related to the issue of safety.	4	Critical	

SPECIFIC AREA: G. PROVICE A SAFE ENVIRONMENT MAIN OBJECTIVE: 2. Demonstrate a knowledge of basic body mechanics and lifting techniques.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Apply the correct techniques of lifting and transfer.	3	Critical	

SPECIFIC AREA: G. PROVIDE A SAFE ENVIRONMENT MAIN OBJECTIVE: 3. Demonstrate a knowledge of the appropriate use of physical restraints.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the range and utility of physical restraints.		Critical	
b) Describe the hazards of the improper use of restraints.		Critical	
c) Request the institutional policy regarding the use of restraints.	3	Critical	
d) Demonstrate the safe use of restraints.	3	Critical	

SPECIFIC AREA: G. PROVICE A SAFE ENVIRONMENT MAIN OBJECTIVE: 4. Demonstrate the ability to manage verbal and physical abuse.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Define what constitutes physical and verbal abuse.		Critical	
b) Request the institutional policy regarding physical and verbal abuse.	4	Critical	
c) Demonstrate the ability to manage physical aggression in a manner that is not injurious to resident or to self.	4	Critical	
d) Describe precipitating factors that may lead to physical aggression.		Prerequisite	
e) Identify several intervention techniques.		Prerequisite	
f) Utilize a non-confrontist approach in handling potentially volatile situations.	4	Critical	

H

PRINCIPLES AND PRACTICES

SPECIFIC AREA: H. PRINCIPLES AND PRACTICES MAIN OBJECTIVE: 1. Demonstrate an awareness of current and historical trends in service delivery in the field of mental retardation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss the concept of normalization.		Prerequisite	
b) Discuss mental retardation in terms of: i) historical perspectives ii) cultural perspectives iii) religious perspectives		Prerequisite	
c) Discuss the role and significance of various organizations in service delivery: i) A.A.M.D. ii) N.I.M.R.		Prerequisite	

SPECIFIC AREA: H. PRINCIPLES AND PRACTICES MAIN OBJECTIVE: 2. Demonstrate an awareness of current legislation affecting the mentally handicapped.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) List and state the purpose of the acts.		Enrichment	

SPECIFIC AREA: H. PRINCIPLES AND PRACTICES MAIN OBJECTIVE: 3. Demonstrate an awareness of the role of human rights in the delivery of service.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss current human rights legislation.		Prerequisite	
b) List the major citizen advocacy groups.		Enrichment	
c) Examine your role as a health care worker in assisting individuals to achieve their human rights.		Enrichment	
d) Define what is meant by advocacy.		Prerequisite	
e) Explain why advocacy is important to the human rights cause of the mentally handicapped.		Prerequisite	

SPECIFIC AREA: H. PRINCIPLES AND PRACTICES MAIN OBJECTIVE: 4. Demonstrate an awareness of current ministerial policies regarding services for the mentally handicapped.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Briefly describe current significant ministerial policy pertinent to the institution, e.g. Public Trustee's Act.		Enrichment	
b) Associate legislative statutes concerning mental health, education, societies, human rights, etc. with individual situations.		Enrichment	
c) Identify gaps in legislation and service delivery systems.		Enrichment	

SPECIFIC AREA: H. PRINCIPLES AND PRACTICES MAIN OBJECTIVE: 5. Demonstrate an awareness of community resources.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss the importance, availability and utilization of community resources in the area of: i) education ii) recreation iii) life skills iv) health services		Critical	
b) Discuss the implications of the movement in the province toward de-institutionalization.		Prerequisite	